



Indiana Department of Education Assessment Overview

Background: Indiana's Assessment System

House Enrolled Act 1240-2006 assigned to the State Board of Education and IDOE the responsibility of developing a long-term plan for student assessments in Indiana. The Board was instructed to review the current assessments in grades three through 10 and to develop a long-term plan for student assessments, resulting in an assessment system that:

- Reflects a student's proficiency in and mastery of the state's academic standards;
- Is, to the greatest extent possible, more concise, less time-consuming, and less expensive to administer than the current tests, while maintaining the current level of rigor of the tests;
- Provides prompt results to students, parents, and teachers;
- Explores all options for timing and use of summative tests, including giving a summative test in the fall or the spring;
- Measures individual student growth from school year to school year;
- Explores all options for diagnostic tests for use by teachers to support ongoing remediation;
- Involves a transition to the use of online testing;
- Assesses student proficiency in written communication in an effective manner; and
- Moves to the use of online assessments for Core 40 subjects.

To develop the long term student assessment plan and program, per HEA 1240, the State Board:

- Solicited information from educators, administrators, parents, and the public concerning the program;
- Looked at tests and testing practices in use by or in development by other states;
- Solicited information from testing companies concerning:
 - Parameters and costs of tests;
 - Steps to be taken to ensure the validity and reliability of the tests;
 - Steps to move the longitudinal data from the current testing program to the new testing program; and
 - Any other information the department or the state board considers useful in developing the testing program.

Consistent with this legislative mandate, IDOE coordinates the administration of statewide assessments that are designed to measure student progress and to inform instruction. Indiana's assessments are presented in a variety of formats, from rating scales based on teacher-collected evidence to paper-and-pencil and online tests. Indiana's assessments serve multiple purposes, as outlined on the following pages.

Accountability Assessments

Required by the federal No Child Left Behind or State Law – Administration date must be submitted to U.S. Department of Education (USED). Federally-required assessments must meet rigorous USED Standards and Accountability Peer Review.

- End of Course Assessments (ECAs)
 - Algebra I*, English 10*, Biology I (*Graduation Examinations)
 - Paper-and-pencil and online

- Indiana Statewide Test of Educational Progress-Plus (ISTEP+)
 - Grades 3-8; ELA, math, science, social studies
 - Paper-and-pencil and online

- Indiana Modified Achievement Standards Test (IMAST) [through Spring 2014 only]
 - Modified version of ISTEP+; Grades 3-8
 - ELA, math, science, social studies
 - Paper-and-pencil

- Indiana Standards Tool for Alternate Reporting (ISTAR)
 - Rating scales; teachers to document student progress
 - Grades 3-8, 10
 - ELA, math, science, social studies

- Indiana Language Acquisition Assessment System (LAS Links)
 - English language acquisition and proficiency
 - Placement Tests and Annual Assessments
 - Grades Kindergarten through 12
 - Paper-and-pencil

- Indiana Reading Evaluation And Determination (IREAD-3)
 - Based on foundational skills in reading from Kindergarten and Grades 1-3

- National Center and State Collaborative (NCSC)
 - New NCLB Alternate assessment (to replace ISTAR)
 - ELA, math
 - Based on College-and-Career Ready Standards

Federal Individuals with Disabilities Education Act (IDEA)-Required Assessment

- Indiana Standards Tool for Alternate Reporting – Kindergarten Readiness (ISTAR-KR)
 - Alternate assessment of children from birth to age 5
 - Rating scales; document student progress
 - ELA, math, personal, physical, social-emotional

Voluntary Diagnostic Assessments

Tools designed to assist teachers in monitoring student progress and informing instruction to improve student learning

- mCLASS: Reading and mCLASS: Math
 - Grades K, 1, 2
 - Focus on literacy and numeracy
 - Utilized by 62% of Indiana schools
- Acuity
 - Two options: Diagnostic, Predictive
 - Grades 3-8: ELA, math, science, social studies
 - Algebra I, English 10
 - Utilized by 80% of Indiana Schools
- Indiana Reading Evaluation and Determination (IREAD K, IREAD-1, IREAD-2)
 - Grades K, 1, 2
 - Focus on literacy

New Required Assessment

- ACCUPLACER
 - Measures skills in the areas of reading, arithmetic and elementary algebra and identifies areas for remediation
 - Administered to juniors that meet qualification criteria

Optional Assessments

- Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
 - Measures skills in the areas of verbal reasoning, critical reading, problem solving and writing needed for success in college
 - Provides students with feedback on critical academic skills, engages students in practice for SAT program tests, and allows students to enter the competition for scholarships
 - IDOE provides funding for sophomores to participate
- Advanced Placement
 - College-level examinations given to high school students

- Provides college course credit for students who obtain certain scores on the examinations
- IDOE provides funding for students to participate
- Indiana Course-Aligned Assessments (INCAAs)
 - Based on Indiana Academic Standards
 - May be used for Student Learning Objectives

National Assessments

- National Assessment of Educational Progress (NAEP)
 - Grades 4, 8, 12
 - Variety of content areas and skills, including reading, writing, mathematics, science, technology and engineering

International Assessments

- Trends in Mathematics and Science Study (TIMSS)
- Progress in International Reading Literacy Study (PIRLS)
- Program for International Student Assessment (PISA)